



The Best of Both Worlds: Mobiles & MOOCs in your Training Strategy

Inge Ignatia de Waard

New technologies, new pedagogies

Mobile devices, mobility, social media, MOOCs...



Social Media Landscape



We are all in this together



<http://mobimooc.wikispaces.com>
(OER on mLearning and growing)



As knowledge speeds up, one person no longer knows.
We need to team up to grow stronger, to stay one step ahead.

Bubble or here to stay?

MOOC!!

Lots of discussions on MOOC

- MOOC will change (higher) education ... or not
- Higher Ed business models are questioned
- Sustainability?
- Trainer implications....

MOOC is a Massive Open Online Course, using innovative educational technologies and which can be followed all over the world by anyone in a connected area and with a computer.

mLearning and MOOC

mLearning	MOOC
Similarities	
Reaching a broad audience	
Informal learning	
Building a community	
Content creation	
Social media use	
Differences	
Contextualized, authentic learning	Stronger emphasis on learning from peers
Constantly mobile	Bigger content size consumption
Just-in-time learning	Lifelong learning (full courses)
Learning everywhere and at any time	Learning anytime but linked to connectivity (synchronous/asynchronous)
Specialized mobile apps	Used more frequently in Higher Ed (now)
Augmented learning	

Ubiquity is a growing fact, BUT



Most MOOCs aren't designed with mobiles in mind, which :

- builds a digital gap for worldwide learner access
- keeps out a lot of mLearning options, pedagogies and capacities

Merging mLearning and MOOCs will offer meaningful training options, and add to learning efficiency.

Options: listening, reading, connecting

Books by Inge Ignatia de Waard

Showing 1 Result

Sort by New and Popular



MOOC YourSelf - Set up your own MOOC for Business, Non-Profits, and Informal Communities by Inge Ignatia de Waard (Apr 15, 2013)

★★★★☆ (5)

Formats

Price


New

Used

Kindle Edition

Auto-delivered wirelessly

\$3.50

 Prime (read for free, Join Amazon Prime)
to buy

Look and decide what might be of interest to you or **download this presentation** later on to reflect upon.

Or you can have a look at the [eBook Mooc YourSelf](#). It is made for Kindle, BUT you do not need to have a Kindle to read it. You can download a free app to read it, [see here](#).

Building optimal mobile MOOCs takes months, but knowing what to watch out for will **save time** and provide a better feeling to all stakeholders and participants.

General stuff

Online
Community:
Tech + Human

Build on Your
Strengths

Does it make
a difference?

Plan &
Organize

Diversifying 4
Human
Nature



Fusing MOOCs with mLearning?



Mobile/ubiquitous/e-learning/MOOC ... in the end it will become **learning** again.

It is not only about technology, it is also about us **learners becoming mobile learners**. In this new world, all of us have become nomads (again), traveling further than our ancestors, for a variety of reasons while knowing more and keeping updated.

Mobile learning:

"learning across multiple contexts, through social and content interactions, using personal electronic devices" (Helen Crompton, 2012).

Mobile MOOC as part of your learning strategy



Where do you see it?

- As an add-on to strengthen experts
- As a stand-alone course
- As an emergency course deployment (disaster, epidemic...)
- To promote what you are doing by inviting others to engage
- Do you have preferred embed options?
 - Rapid learning in the field, content creation and sharing as events unfold...
 - Getting the latest information to all and support discussions to ensure quality...
 - A closed course?



What is it you have, that gets added value in adding mobile MOOCs



- Are your online courses build for **mobile access and interaction**?
- What are the existing **strengths of your learning architecture and approach**? (collaboration, diversity, prior projects, expertise in all or some of technology, ...)
- What are the **needs**? (what is not addressed with the solutions you have or can be optimized?)
- What are the **dilemma's or opportunities / map possible areas of resistance or eagerness**?
- What is the **overall feeling of MOOCs**? Who in your organization followed a/many MOOCs? What do they think?

You know what works



- **Communication** = mobile devices: simple phone calls work for learning/exchanging knowledge
- **Sms and/or e-mail** are simple, yet functional also with mobile phones
- People/learners use their phones for **sharing** pictures, ideas... these skills can be used in a course related learning dynamic
- **BYOD**, smartphones,....
- Mobile **social media** that your personnel uses already...

But how much of these is embedded in overall online learning?

Challenges in getting it right



- Offering [mobile seamless learning](#) (ubiquitous access is easier said than done)
- Bring Your Own Device brings along several challenges
- Allowing peers to connect relevantly, means allowing them to become connected and trusting
- Keeping a flow in learning ([Csikszentmihalyi](#)) ensures quick learning

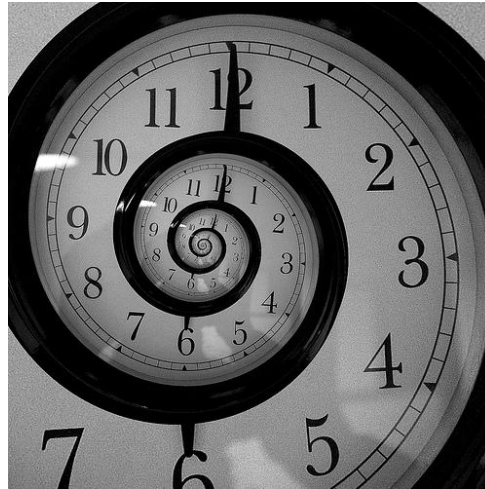


What to consider when embedding mLearning into MOOC or online learning

Answer to the need, but **build for the future**:

- Go step by step: slowly adding **complementary, autonomous, adaptable pieces** of the overall learning puzzle (first one: priority need or eager target population)
- Build from **simple to complex**, get buy in from all stakeholders
- Participatory evaluation and development
- Prepare for **perpetual beta**: Solutions of today might not be there tomorrow: build your learning solutions so they can be adapted easily (or replaced in small pieces).
- Extra **costs for the end user** (e.g. BYOD = cost, dataplans)
- How **learner centered** do you want it to (not) be?

Know when you want to roll out a mobile MOOC

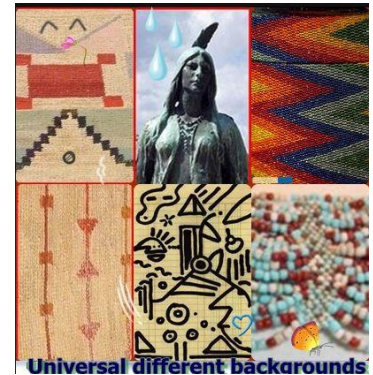


- Keeping everyone informed (updates on latest information)
- Relief planning in a disaster area (MOOC to increase efficiency and prioritize)
- Connecting across the globe...



No one stop solution – only multiple organic structures

- Different people => different mobilities
- Different countries/regions => different infrastructure
- Different circumstances => different needs
- Different history => different pedagogies/cultures



Central question: Does it add value to the learner/target audience?
If the community isn't interested, ...
you didn't come up with the right solution YET!

21st century: meta design & skills



Design: applications are out there, solutions are out there: create a learning environment that incorporates the learning options there are based on the learning affordances that fit your audience with your audience.

You do not need to invent new stuff or invest in expensive solutions that need to be developed. Use what is out there in a **creative, pedagogically sound way.**

Digital skills: curating content, critical thinking, using technology... this strengthens and empowers any student to become a **lifelong learner.**

Does it make a
difference?

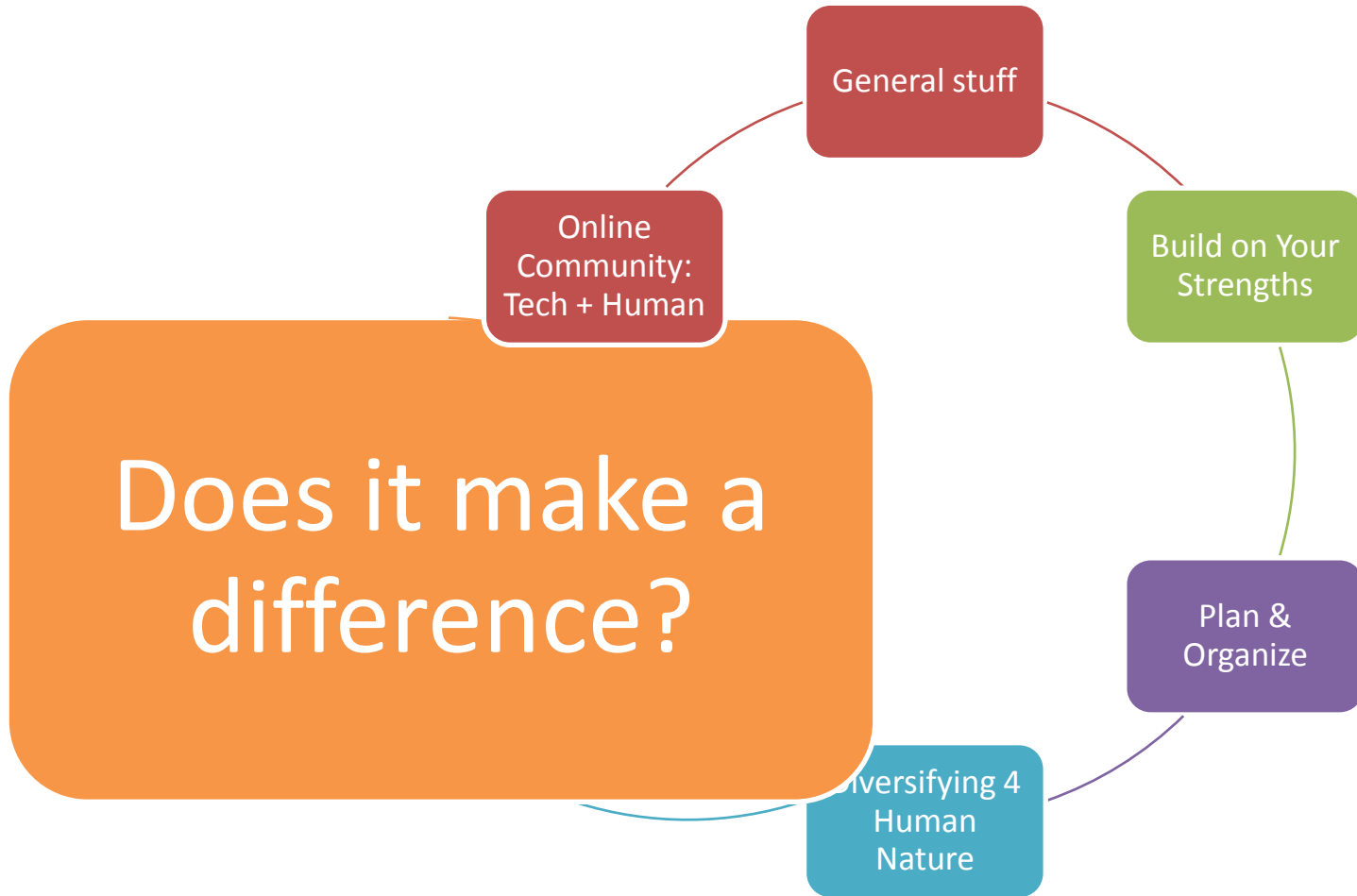
General stuff

Online
Community:
Tech + Human

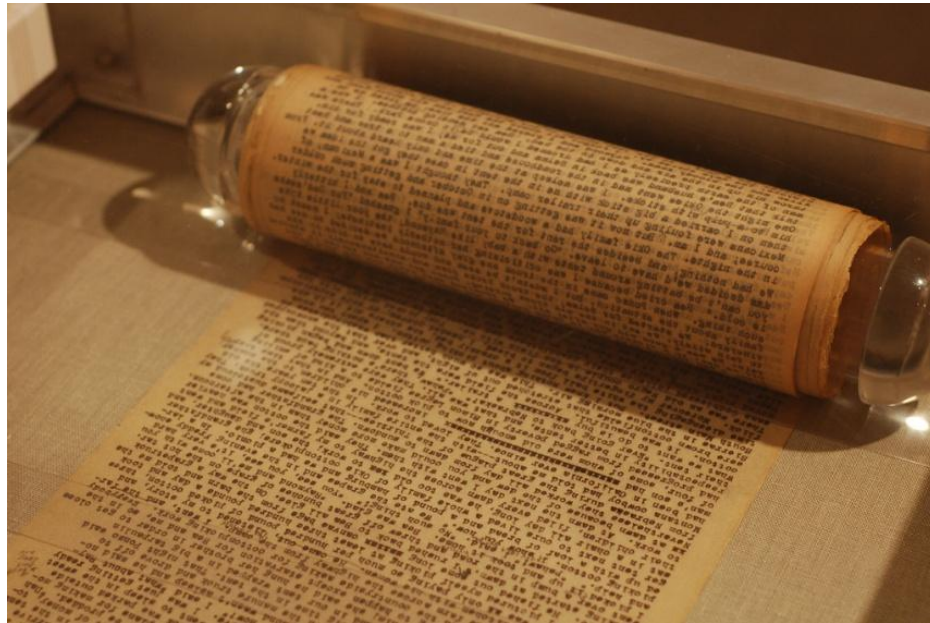
Build on Your
Strengths

Plan &
Organize

Diversifying 4
Human
Nature



Research into the effect of mobile access on learner interactions in a MOOC



- [The full mobile impact on MOOC thesis can be accessed here](#)).

Research: mobile learners enter into more interactions => more reflection

A mobile accessible course will result in more learner interactions (more reflections, leading to knowledge creation).

Results (very brief):

- **Mobile users engage more frequently in learner interactions than the non-mobile users in a MOOC.** Additionally mobile users engage more in follow-up messages leading to increased understanding.
- **Mobile users engaged more in learner interaction, which they also find of more importance.** Self-regulated learning was more present in mobile learners (easier to manage time and balance work/life/family), mobile users were less dependent on time and location to access the course.
- Ubiquity results in the learners selecting the tool they feel most comfortable with to access the course (heightens **ownership**).

Strategies on design, self-directed learning and digital skills

Design

- Offer a **ubiquitous learning environment based on BYOD design** and content, making use of existing ubiquitous tools (social media, e-mail...) so people can switch between devices at their own preference.
- Create a user-friendly, **one button centralized access** learning environment, linked to a clear course overview to increase transparency, user-friendliness .

Self-directed learning

- Provide **self-directed learning strategies** to the learners.
- Provide the learner with a **mobile course overview/structure** that s/he can organize for self-directing learning purposes.
- Enabling **immediate access** to content/discussion areas adds to time management and self-directed learning.

Digital skills

- Increase the necessary (mobile) **digital skills** of the learner. If a course is accessible for a multitude of devices, it affects (the need for) digital skills, because multiple devices have multiple characteristics and affordances.

Strategies on content, human learning environment and course activities

Content

- Offer an **array of course materials**, varying from bite size snacks to big, time consuming content. Offering the learner a choice to tailor the content to their current contexts.
- Provide a **sense of ownership about the content** and the learning: BYOD, contextualized options, this adds to the overall learner motivation.

Human learning environment

- Ensure a **safe learning environment**. This essential to increase learner interactions in general. Tolerance, trust, daring to write in a non-native language and knowing that one can pose every content related question and not being judged for it is essential.
- Allow **networks** to emerge. A community feeling based upon easy (mobile) access increases the formation of a more durable professional network for those connecting to each other in a way that surpasses the course duration.

Course activities

- Embed **icebreaker activities and/or discussions at the beginning** of the course that demand only a fraction of time to interact and can be accessed cross devices. These activities should also be linked to intellectual topics.

Online Community: Tech + Human

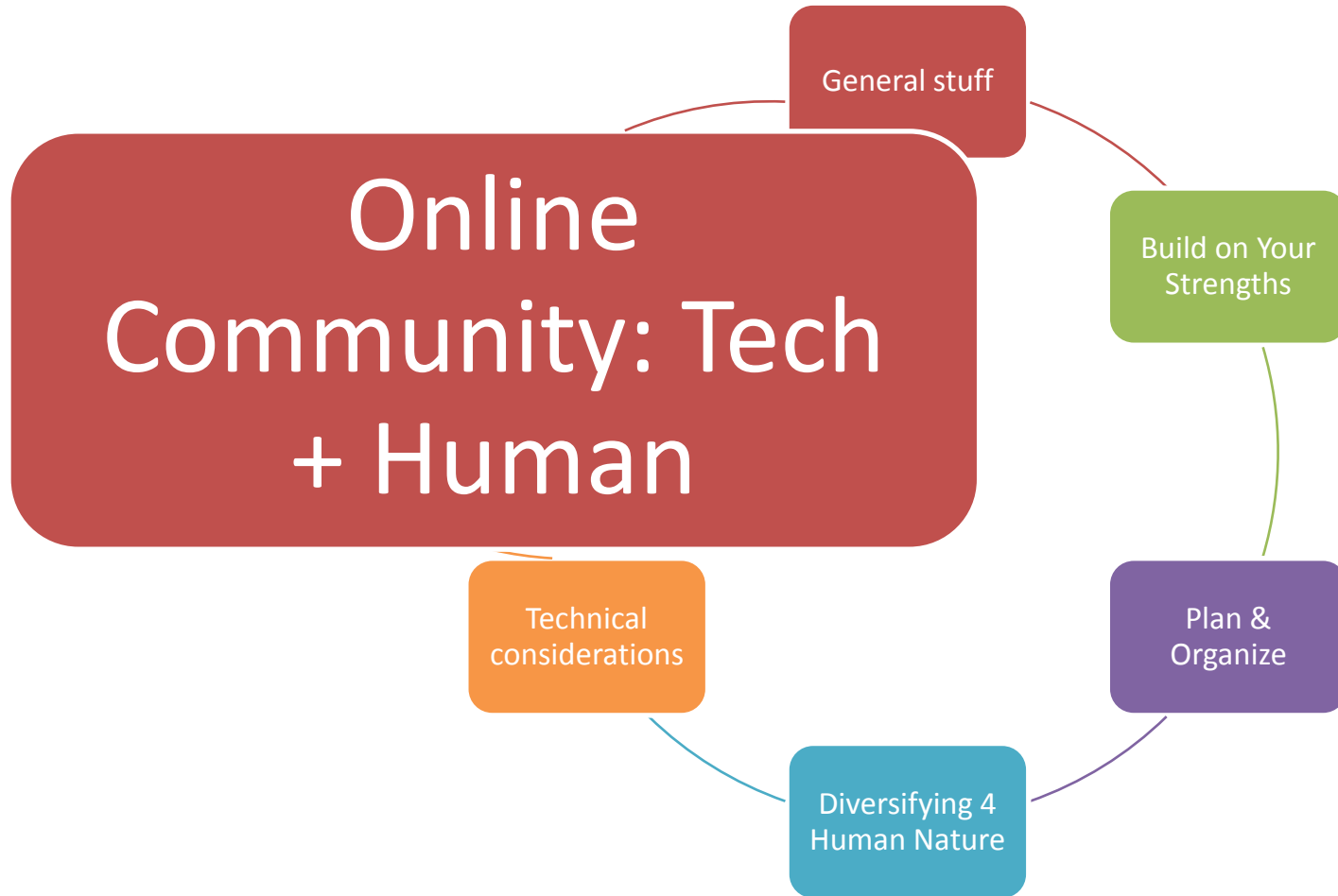
General stuff

Build on Your
Strengths

Plan &
Organize

Diversifying 4
Human Nature

Technical
considerations



Embed learning motivation



- **Earn as you learn** (e.g. participants/teams/communities can get something, but they have to learn/work for it)
- Allow **Champions or Big Watusi** leaders to emerge (those learners that add content that makes a difference)
- Offer badges to allow your learners/communities to show off what they have learned (e.g. [Open Badges](#) Mozilla)

Mobile enabled social media tool	Why use it	Knowledge Age Challenge Addressed
<p>Blogs</p> <p>(Examples: wordpress, blogger, posterous)</p>	<p>To reflect on what is learned, or what the learner thinks is of importance.</p> <p>Keeping a learning archive.</p> <p>Reflecting on the learning itself.</p> <p>Commenting on content.</p>	<p>Self-regulated learning.</p> <p>Lifelong Learning.</p> <p>Becoming active, critical content producer.</p> <p>.</p>
<p>Discussion enabler: Listserv</p> <p>(Examples: google groups, yahoo groups)</p>	<p>This type of online tool uses e-mail to keep everyone informed. With many of the listserve's you can choose how you want your mails to be delivered (e-mail digest: e.g. immediate, once a day, once a week), which adds to self-regulated learning.</p> <p>Generating and maintaining discussions.</p> <p>Getting a group feeling going via dialogue.</p>	<p>Enabling dialogue.</p> <p>Collaboration.</p> <p>Self-regulated learning.</p> <p>Informal learning.</p>
<p>Social Networking</p> <p>(examples: Facebook, Google+, LinkedIn)</p>	<p>Building a network of people that can add to the knowledge creation of the learner.</p>	<p>Enables networking.</p> <p>Collaboration.</p> <p>Enabling dialogue.</p> <p>Informal learning.</p> <p>Becoming active, critical content producer.</p>

[Link to Google document](#) with more social media tools

Biggest shift => human training factor



Challenges for

- Overall coordinators
- Helpdesk and architecture
- Topic specific facilitators / guides-on-the-side / trainers
- Learners

=> More interactions, more emergence!

The coordinator & trainers keep everyone extra motivated



- Everyone knows her/his role and the challenges of a mobile MOOC (chaos, overload, rapid responses)
- Trainers are guides-on-the-side
- Keeping people motivated by connecting and keeping informed and course oriented (timeline)
- Provide guidance for self-directed learning
- Get in touch with potential drop-outs

=> interactions are stimulated

Contact me: questions, networking...



E-mail: [ingedewaard \(at\) gmail.com](mailto:ingedewaard@gmail.com)

Blog: ignatiawebs.blogspot.com

Twitter: <http://twitter.com/ignatia>

Publications:

<http://www.ingedewaard.net/pubconsulpres.htm>

Presentations: <http://www.slideshare.net/ignatia>

linkedIn: <http://www.linkedin.com/in/ingedewaard>